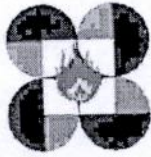


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## 1.0 OBJECTIVES

- 1.1 To provide scholars with the opportunity to engage in activities that will widen their interests; enable them to collaborate with a team; hone their leadership skills; serve their school and community; and learn something new.
- 1.2 To provide an education that is humanistic in spirit, global in perspective, and patriotic in orientation.

## 2.0 SCOPE


This procedure applies to the implementation of Service, Creativity, Action, and Leadership Enhancement (SCALE) Program in the campuses.

## 3.0 POLICIES

- 3.1 Service, Creativity, Action, and Leadership Enhancement (SCALE) Program is inspired by the Creativity, Action, Service (CAS) of the International Baccalaureate (IB) Diploma Program, and is redesigned to fit the PSHS context in order to fulfil its mission, that is, to offer a curriculum that emphasizes science and mathematics and the development of well-rounded individuals. It is the balancing element which complements the strong S&T academic component of the PSHS curriculum.
- 3.2 SCALE Program aims to develop students who are:
  - 3.2.1 Reflective and creative thinkers;
  - 3.2.2 Adventurous – are willing to accept new challenges and new roles;
  - 3.2.3 Responsible members of their communities and stewards of the environment;
  - 3.2.4 Active team members who can collaborate sustained projects; and
  - 3.2.5 Balanced – they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.





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### 3.3 SCALE Strands

3.3.1 The SCALE Program shall engage scholars in activities in four strands. Each activity may cover one or more strand. The four strands are characterized as follows:

- 3.3.1.1 Service – an unpaid and voluntary exchange that benefits the scholar's learning, the school, the community, and the environment.
- 3.3.1.2 Creativity – includes arts, and other experiences that involve creative thinking and output;
- 3.3.1.3 Action – involves physical activity contributing to a healthy lifestyle;
- 3.3.1.4 Leadership – engages in leading a team or planning and implementing a relevant program or activity.

3.3.2 The SCALE Program shall allow scholars to develop or enhance their personal and interpersonal skills and nurture important values by engaging in extra-curricular activities within or outside of the school environment.

3.3.3 Under SCALE, every campus endeavors to provide the scholar with a personal journey of self-realization which is challenging and enjoyable. Each individual scholar may have different goals and needs, but through SCALE, PSHS hopes that each one will become a better person at school and in the wider community.

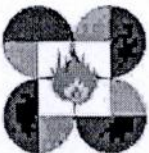
3.3.4 To qualify for a SCALE activity, each of the following criteria must be met:

- 3.3.4.1 Is realistic and purposeful with significant outcomes;
- 3.3.4.2 Provides an achievable personal challenge; and
- 3.3.4.3 Engages the scholars to reflect on outcomes and their personal learning.

3.3.5 All proposed SCALE activities need to meet these three criteria.





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3.3.6 SCALE activities should continue on a regular basis throughout Grades 11 and 12.

3.3.7 Successful completion of SCALE shall be a requirement for PSHS graduation. SCALE is not formally assessed but scholars need to document their activities and provide evidence that they have achieved the key learning outcomes.

### 3.4 SCALE Learning Outcomes

3.4.1 The eight outcomes below must be present for a student to complete the SCALE Program. Some may be demonstrated many times, in a variety of activities, but completion requires that there is some evidence for every outcome.

3.4.2 This focus on learning outcomes emphasizes that it is the quality of a SCALE activity (its contribution to the student's development) that is of most importance.

3.4.3 Scholars are expected to devote one to two hours per week of SCALE activity with a reasonable balance among creativity, leadership, action and service.

3.4.4 At least one major project, involving collaboration and the integration of at least two of creativity, leadership, action and service, is required.

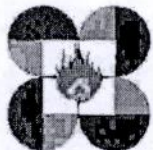
3.4.5 As a result of their completion of the SCALE Program, scholars should have achieved the following learning outcomes:

3.4.5.1 Increased awareness of their own strengths and areas for growth. They have an improved understanding of themselves. As a consequence, they realize and work for the development of their potential, skills and ability to the betterment of oneself.

3.4.5.2 Undertaken new challenges. They engage with new ideas, roles, strategies, tasks, activities and experiences challenging themselves to try something unfamiliar.





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- 3.4.5.3 Introduced and managed activities. Introducing relevant activities often requires planning and managing collaboratively with others. Such activities may be simple components of a larger activity such as initiating small projects during the school fair or taking responsibility for a part of a bigger school program.
- 3.4.5.4 Contributed actively in group activities. Effective group membership can be shown in many different activities involving collaboration such as planning a club activity, team sports, playing in a band or orchestra, or guiding school children on a field trip.
- 3.4.5.5 Demonstrated perseverance and commitment in their activities. Being determined to attend consistently to the activities chosen or initiated, and accept with utmost dedication the responsibilities in dealing with challenges that may come along the way.
- 3.4.5.6 Engaged with issues of global importance. Scholars should think globally and act locally. They may participate in activities that address problems in the local community with global significance; for example, caring for the elderly and orphans, environmental activities or public health concerns.
- 3.4.5.7 Reflected on the ethical consequences of their actions. Scholars consider ethical decisions made and the implications of these as they emerge in the SCALE activity. Insights and learnings on these ethical issues maybe demonstrated through their journals and in interactions with the SCALE Adviser.
- 3.4.5.8 Developed new skills. This may be demonstrated by scholars participating in activities that are new to them, or by enhancing previously developed skills.

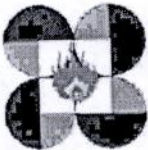


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### 3.5 Responsibilities of the Student

3.5.1 PSHS scholars have opportunities to choose their own SCALE activities and to undertake these in a local or international context as appropriate.

3.5.2 As far as possible, students should own their personal SCALE Program. With guidance from the SCALE Adviser and/or Coordinator, students should plan their program by choosing activities for themselves, initiating new ones where appropriate.

3.5.3 Scholars are required to:

3.5.3.1 Self-review at the beginning of their SCALE experience and set personal goals for what they hope to achieve through their SCALE Program.

3.5.3.2 Plan, do and reflect (plan activities, carry them out and reflect on what they have learned).

3.5.3.3 Undertake at least one interim review per quarter and a final review with the SCALE Coordinator/Adviser.

3.5.3.4 Take part in a range of activities (some may be self-initiated), and at least one major project must be completed.

3.5.3.5 Keep records of their activities and achievements. Show evidence of achievement of the eight SCALE learning outcomes, presented in a journal or portfolio that shall show:

3.5.3.5.1 Matrix of principal activities undertaken in alignment with the four strands and learning outcomes

3.5.3.5.2 Completion of required hours earned in Grades 11-12




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3.5.3.5.3 Certificates, pictures, and other forms of activity documentations

3.5.3.5.4 Reflections for each activity submitted for credit. Reflections should include reporting (details of the activity), relating (connection between activity and your own experience), reasoning (importance of the activity) and reconstructing (improvement and possibilities to benefit others).

### 3.6 Responsibilities of the SCALE Coordinator

3.6.1 The SCALE Coordinator's role is to maintain oversight of every aspect of the school's SCALE Program. It includes:

- 3.6.1.1 Providing information and guidelines for the entire community on SCALE
- 3.6.1.2 Providing leadership for staff involved in SCALE
- 3.6.1.3 Supervising and training SCALE Advisers
- 3.6.1.4 Publicizing achievements
- 3.6.1.5 Ensuring that scholars are prepared for the challenges they will face (actual preparation/training to be provided by an appropriate person)
- 3.6.1.6 Reporting scholars' achievements to the school's Academic Council or Management Committee
- 3.6.1.7 Managing records and keeping the database for the program
- 3.6.1.8 Networking with the PTA officers, alumni, and other community members who may support SCALE activities for the scholars

### 3.7 Responsibilities of the SCALE Adviser

3.7.1 The SCALE Adviser's role is to provide scholars with mentoring and advice. SCALE Advisers are involved in:

- 3.7.1.1 Helping scholars to identify personal and social goals at the start of the program
- 3.7.1.2 Monitoring the range and balance of activities undertaken by individual scholars

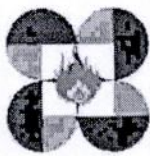


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- 3.7.1.3 Developing scholars' powers of reflection through group discussion and individual consultation
- 3.7.1.4 Supporting scholars in their consideration of ethical concerns
- 3.7.1.5 Monitoring scholars' progress and completion of requirements
- 3.7.1.6 Liaising with Batch Advisers and parents for ensuing concerns
- 3.7.1.7 Reading/responding to portfolios
- 3.7.1.8 Helping students to make connections (for example, SCALE activity to subject learning, local activity to global concerns) and to look for generalizable understandings.
- 3.7.1.9 Submitting student grades/assessments


3.7.2 The SCALE Adviser in consultation with the SCALE Coordinator shall approve students' SCALE Plans.

### 3.8 Range and Diversity of Activities

- 3.8.1 An activity that provides a learning experience of the scholars in terms of their development in the areas of creativity, leadership, action and service.
- 3.8.2 An activity that allows scholars to experience or deal with real life situations, problems or challenges for the benefit of self, environment and community.
- 3.8.3 An activity that enables scholars to experience new roles to better understand and improve themselves.
- 3.8.4 An activity that addresses at least one of the SCALE strands and at least one learning outcome.
- 3.8.5 A group activity that enables scholars to develop teamwork and enhance their personal and interpersonal skills. This group activity addresses local, national or global concerns.
- 3.8.6 An activity maybe organized by the school, teacher or scholar/s.





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3.8.7 An activity which is part of an academic requirement is not credited in SCALE.

### 3.9 Sample Activities

3.9.1 Creativity – Compose graduation song; Voice Clinic; Play musical instruments; Design and program a website for NCE campaign; Represent school in dance, arts, musical, literary, debate competition

3.9.2 Leadership – Organize a class, batch, school activity such as fair, exhibits; Responsibly supervise group of students for a common purpose; Initiate a class, batch or school activity; Develop a plan to execute class, batch or school activity; Acting as team captain, dance captain, director of a play, section leader in band or orchestra, class/batch/school officer (output-based)

3.9.3 Action – Sports Clinic; Represent school in sports competition

3.9.4 Service – “Tulong Dunong” where students act as mentors; Emergency response team

3.9.5 Integrated Activities – Initiate and organize a community activity for certain societal goals; Initiate and conduct fund raising activity

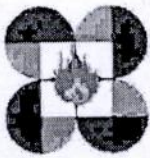


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#### 4.0 PROCEDURES

Responsibility	Activity
SCALE Adviser	<ol style="list-style-type: none"> <li>1. Guides scholars to identify personal and social goals.</li> <li>2. Receives proposed SCALE plans/activities of student/s.</li> <li>3. Reviews proposed SCALE activities if comply with the criteria stated in policy 3.3.4, and meet one or more of the four strands, and learning outcomes.</li> <li>4. Consults with SCALE Coordinator for the approval of the proposed SCALE plans/activities.</li> <li>5. Approves the SCALE plans/activities of student/s.</li> <li>6. Monitors student/s progress and completion of requirements.</li> <li>7. Coordinates with Batch Adviser and/or parents for any ensuing concerns.</li> <li>8. Reports progress of the student/s to the SCALE Coordinator.</li> </ol>
SCALE Coordinator	<ol style="list-style-type: none"> <li>9. Reports student/s achievements to the Academic Council and/or Management Committee.</li> <li>10. Maintains records of the SCALE Program.</li> </ol>




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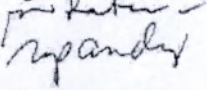
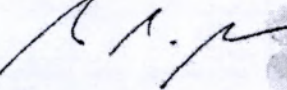


## 5.0 LIST OF FORMS AND REPORTS

### 5.1 Forms

- 5.1.1 SCALE Personal Information Sheet
- 5.1.2 SCALE Program Proposal Form
- 5.1.3 SCALE Individual Activity Plan
- 5.1.4 SCALE Individual Program Report
- 5.1.5 SCALE Advisers Endorsement Form
- 5.1.6 SCALE Advisers Quarterly Report
- 5.1.7 SCALE Coordinators Quarterly Report
- 5.1.8 SCALE Coordinators Program Report

### 5.2 Reports

- 5.2.1 SCALE Individual Program Report
- 5.2.2 SCALE Advisers Quarterly Report
- 5.2.3 SCALE Coordinators Quarterly Report
- 5.2.4 SCALE Coordinators Program Report

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